DOCUMENT RESUME

ED 360 848 FL 021 426

TITLE Guidance Oriented Acquisition of Learning Skills (Project GOALS). Final Evaluation Profile, 1991-92. Transitional Bilingual Education 1991-92. OREA Report.

INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE 7 Jul 92
CONTRACT T003A90123
NOTE 17p.; For the 1989-90 report, see ED 342 855.
AVAILABLE FROM Office of Research, Evaluation and Assessment, New York City Board of Education, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Asian Americans; Attendance; Career Education; Chinese; Curriculum Development; Dropout Prevention; Educational Objectives; *English (Second Language); *Haitians; High Schools; High School Students; *Hispanic Americans; *Immigrants; Job Skills; Native Language Instruction; Parent Participation; Program Evaluation; Russian; Spanish; Staff Development; Urban Schools; Vocational Education
IDENTIFIERS Content Area Teaching; New York City Board of Education; *Project GOALS NY

ABSTRACT

Project Guidance Oriented Acquisition of Learning Skills' (GOALS) high school students (Asian, European, Hispanic, Haitian) who scored at or below the 40th percentile on the Language Assessment Battery and were at risk of dropping out of school received instruction in English as a Second Language (ESL); bilingual and/or ESL content area courses; native language arts (NLA) in Chinese, Russian, and Spanish; and career related areas. The project planned activities for staff and curriculum development. Project GOALS, which is in its third year, met its objectives for ESL and curriculum development, for ESL reading, and for NLA. The project only partially met its objectives for vocational educational courses and for attendance and dropout reduction. Objectives for content area subjects were unable to be evaluated. Recommendations based on the projects' findings are included and data collection and analysis methods and instructional materials are appended. (JP)

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ED 360 848

OREA Report

Guidance Oriented Acquisition of Learning Skills
(Project GOALS)
Transitional Bilingual Education Grant T003A90123
1991-92

FINAL EVALUATION PROFILE

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7/92

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Guidance Oriented Acquisition of Learning Skills
(Project GOALS)

Transitional Bilingual Education Grant T003A90123
1991-92

EXTRACT

PROJECT DIRECTOR: Ms. Sandra Abrams

FUNDING CYCLE: Year 3 of 3

SITES

High School	Borough	Enrollment* (fall)	Enrollment* (spring)
Edward R. Murrow	Brooklyn	159	152
James Madison	Brooklyn	114	126
South Shore	Brooklyn	95	92

*The project enrolled 437 students (6 fewer than in the previous year), serving 368 in the fall and 370 in the spring; 341 participated both semesters. Male students numbered 204, female 200; gender was not stated for 33.

STUDENT BACKGROUND

Native Language		Number of Students
Chinese		104
Cantonese	92	
Mandarin	8	
Other	4	
Russian		98
Spanish		88
Haitian		37
Hebrew		25
Korean		25
Urdu		11
Turkish		8
Arabic		7
Vietnamese		6
Other		24
Unreported		8

Country of Origin	Number of Students
U.S.S.R.	95
China	87
Haiti	39
Israel	26
Korea	25
Dominican Republic	18
Mexico	17
Hong Kong	15
Ecuador	11
Pakistan	11
Colombia	8
El Salvador	8
Turkey	8
Other	63
Unreported	6

Median Years of Education in Native Country: 8.0; in the United States: 2.0

Percentage of Students Eligible for Free Lunch Program: 57.0

ADMISSION CRITERIA

The project admitted students, recently immigrated to the United States, who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were at risk of dropping out of school. Teacher recommendations, review of students' records, and interviews with parents were also considered.

PROGRAMMING

Design Features

Project GOALS' students received instruction in English as a Second Language (E.S.L.); bilingual and/or E.S.L. content area courses; Native Language Arts (N.L.A.) in Chinese, Russian, and Spanish; and career related areas. The project planned activities for staff and curriculum development.

Capacity Building. The paraprofessional and site coordinator at South Shore High School were to be paid by tax levy funds as of this year.

Strengths and Limitations

Project GOALS carried out all activities proposed in its design. The project director reported that the enthusiastic cooperation of project staff and the addition of a full-time licensed bilingual guidance counselor at James Madison High School greatly contributed to students' adjustment, level of motivation, and overall academic and social achievement. Student publications offered opportunities for creativity and the development of increased self-esteem.

A program limitation was that there was no bilingual school psychologist to provide counseling services.

CONCLUSIONS AND RECOMMENDATIONS

As it had done last year, Project GOALS met its objectives for E.S.L. and curriculum development. It also met its objective for E.S.L. reading, an objective which did not exist last year. The project met its objective for N.L.A., an objective it partially met last year. It came very close to meeting its objectives for vocational education courses, an objective it met last year. As it had done last year, Project GOALS partially met its objectives for attendance and dropout reduction. The Office of Research, Evaluation, and Assessment (OREA) was unable to evaluate the objective for content area subjects because the project did not provide information on non-project students. In the previous year, this objective was partially met.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Offer additional support to students in keyboarding at James Madison High School so as to increase the passing rate.
- Explore reasons why the attendance of participating students at Edward R. Murrow High School was slightly lower than the attendance rate of mainstream students.
- Explore reasons why the dropout rate of participating students at South Shore High School was slightly higher than the dropout rate of mainstream students.
- If funds permit, obtain the services of an itinerant bilingual school psychologist for the three schools. Adding this individual to the staff might also assist in reducing the dropout rate at South Shore High School.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total: 6)

Title	Degree	Language Competencies	Title VII Funding	Other Funding
Bilingual Guidance Counselor	M.A., M.S.	Spanish, Italian, French	Part-time	Tax-levy
Educational Assistant	High School	Russian, French, Haitian	Full time	
Family Assistant	High School	Hebrew	Full time	
Grade Advisor	M.S.	Spanish	Part-time	Tax-levy
Administrative Assistant	High School	French	Full time	
Guidance Counselor	M.S.	French	Full time	

Other Staff Working with Project Students (Total: 57)

Title		Degree		Certification		Language Competencies and Teaching/ Communicative Proficiencies*	
Teacher	48	M.A.	19	E.S.L.	11	Russian	TP 5
Coordinator	1	M.S.	25	French	2	French	TP 3
Resource Specialist	1	B.A.	5	Social Studies	9	Hebrew	CP 2
Asst. Prin. Supervisor	1	Ph.D.	2	Mathematics	1	Haitian	CP 1
Educational Assistant	6	B.S.	1	Secretarial	1	Chinese	TP 2
		A.A.	1	Russian	3	Spanish	TP 9, CP 2
		P.D.	1	Fine Arts	1		
		H.S.	3	Health	1		
				Swimming	1		
				English	1		

All staff had certification in areas they served.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

E.S.L. CLASSES

High School	Level	Periods Weekly	Students Enrolled
Edward R. Murrow	Beginning	10	13
	Intermediate	10	53
	Advanced	10	35
	Transitional	10	30
James Madison	Beginning	15	1
	Intermediate	10	19
	Advanced	10	18
	Transitional	5	29
South Shore	Beginning	15	20
	Intermediate	10	24
	Advanced	10	30
	Transitional	10	10

*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

E.S.L. teachers emphasized whole language and cooperative learning approaches. Role-playing, hands-on projects and Computer-Assisted Instruction (C.A.I.) were also implemented. Peer tutoring was available when necessary. See Appendix B for a list of instructional materials used.

- Students will master English language skills as shown by an average gain of five N.C.E.s on the LAB.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were reported: 283

Percent of students with pretest/posttest gains: 72.1

Mean gain: 8.8 N.C.E.s (s.d.=12.9)

Mean gain is statistically significant (t=11.43, p<.05).

Project met E.S.L. objective.

English Reading Achievement

- As a result of participation in the program, English proficient students will show a gain of 1 N.C.E. in English reading achievement.

Evaluation Instrument: Degrees of Reading Power (D.R.P.) test.

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were available: 41

Percent of students with pretest/posttest gains: 63.4

Mean gain: 3.1 N.C.E.s (s.d.=11.1)

Project met English reading objective.

Native Language Arts (N.L.A.) (Chinese, Russian, Spanish)

The director estimated that no students completely lacked literacy in their native language, although most had limited skills.

Project students received N.L.A. instruction in James Madison and Edward R. Murrow High Schools. Classes used whole language and cooperative learning approaches. Students kept journals and literature logs.

See Appendix B for a list of instructional materials used.

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

- At least 70 percent of the students enrolled in native language instruction will score at or above the passing criterion of 65.

Evaluation Indicator: final course grades.

PASSING GRADES IN NATIVE LANGUAGE ARTS

	Enrollment		Percent Passing	
Language	Fall	Spring	Fall	Spring
Chinese	40	41	92.5	90.2
Russian	12	16	91.7	93.8
Spanish	51	47	78.4	85.1

In both semesters, more than 70 percent of students passed their Chinese, Russian, or Spanish N.L.A. courses.

Project met N.L.A. objective.

Content Area Subjects

Content area courses were taught using cooperative learning and hands-on aids such as models, maps, and videos. New vocabulary was introduced prior to lessons to assist students in grasping new concepts. Project GOALS placed students who failed to master mathematics skills in a basic skills mathematics class.

See Appendix B for a list of instructional materials used.

- Students participating in the program will score at or above the passing criterion of 65 in mathematics at a rate that is equal to or greater than that of similar non-program students.

- Students participating in the program will score at or above the passing criterion of 65 in social studies and science at a rate that is equal to or greater than that of similar non-program students.

Evaluation Indicator: final course grades.

PASSING GRADES IN CONTENT AREA COURSES

High School		Fall		Spring	
	Subject	Enrollment	Percent Passing	Enrollment	Percent Passing
Edward R. Murrow	Mathematics	138	76.8	138	77.5
	Science	134	73.1	137	81.0
	Social Studies	144	75.7	143	79.0
James Madison	Mathematics	102	72.5	108	71.3
	Science	102	87.3	90	88.9
	Social Studies	108	75.0	104	77.9
South Shore	Mathematics	87	86.2	83	94.0
	Science	74	83.8	74	90.5
	Social Studies	88	92.0	84	90.5

Passing rates in content area courses were high for all subject areas and in all schools. However, the project did not report passing rates for non-program students.

OREA could not evaluate content area subject objective.

- At least 70 percent of the students enrolled in vocational education, career awareness, and employment-related courses will score at or above the passing criterion of 65.

Evaluation Indicator: final course grades.

PASSING GRADES IN CAREER EDUCATION

High School		Fall		Spring	
	Subject	Enrollment	Percent Passing	Enrollment	Percent Passing
Edward R. Murrow	Career Vocation	67	76.1	59	84.7
	Keyboarding	4	75.0	4	75.0
James Madison	Career Vocation	7	85.7	4	100.0
	Keyboarding	9	100.0	3	66.7
South Shore	Career Vocation	25	84.0	16	87.5
	Keyboarding	7	100.0	9	100.0

At least 70 percent of students enrolled in career, vocational, and employment-related courses passed them except for keyboarding at James Madison High School in the spring semester. It should be noted that since only three participating students were enrolled in this course, to meet the objective, all would have had to have passed it.

Project met vocational education objective, except for keyboarding at James Madison High School during the spring semester, for which it came very close.

Attendance

The guidance counselor kept track of students' absences and followed up with postcards and telephone calls to their homes.

- As a result of participating in the program, students' attendance will be significantly higher than mainstream students.

Evaluation Indicator: attendance records.

ATTENDANCE RATES

High School	Project Students	Mainstream Students	Difference
Edward R. Murrow	87.7	89.7	-2.0
James Madison	94.7	88.4	6.3 *
South Shore	93.4	86.2	7.2 *

*$p<.05$

At both James Madison and South Shore High Schools project students attendance rates were significantly higher than were mainstream students. At Edward R. Murrow High School, the attendance rate of project students was slightly lower than that of mainstream students, but not significantly so. Attendance at Edward R. Murrow improved this year over the previous year and the difference between the rates of participating and mainstream students was less in the current year.

Project partially met attendance objective, meeting it at James Madison and South Shore High Schools, but not at Edward R. Murrow High School.

Dropout Prevention

- Program students will have a lower dropout rate than similar non-program students.

Evaluation Indicator: student records.

DROPOUT RATES

High School	Project Students	Mainstream Students	Difference
Edward R. Murrow	0	1.6	1.6
James Madison	0	1.7	1.7
South Shore	3.9	3.6	-0.3

No students dropped out at Edward R. Murrow or James Madison High Schools. The dropout rate of project students at South Shore High School was slightly higher than that of mainstream students, but not significantly so. A lower percentage of students dropped out this year than dropped out last year at both Edward R. Murrow and James Madison High Schools.

Project partially met dropout prevention objective, meeting it at Edward R. Murrow and James Madison High Schools, but not at South Shore High School.

Grade Retention

Forty-three students (9.8 percent) were retained in grade.

Enrollment in Post-Secondary Education

Thirty-nine graduating students were planning to continue their education by enrolling in post-secondary institutions.

Students With Special Academic Needs

Referral to special education. When there were reservations about the learning ability of a particular child, further investigation was made by checking the student's medical history and school records, where available. Referral was then made to the School-Based Support Team (S.B.S.T.) for evaluation. Since S.B.S.T. members were not bilingual in the native languages of the project students, appropriate arrangements were made to have students evaluated in their native language. One student was referred to special education, as was the case last year.

Remedial programs. No students were referred to remedial programs. No students had been referred to remedial programs the previous year.

Gifted and talented programs. No students were referred to programs for the gifted and talented. No students had been referred to programs for the gifted and talented the previous year.

Mainstreaming

Nine students (2.1 percent of participants) were mainstreamed during the course of the year. Mainstreamed students frequently met both formally and informally with their project guidance counselor to ease their transition into the mainstream. In the previous year 21 students (4.7 percent of participants) were mainstreamed.

Academic Achievement of Former Project Students in Mainstream. Project GOALS did not provide information on the academic achievement of former project students.

Staff Development

Project GOALS proposed staff development objectives for its first year of funding. It met all these objectives and posed no additional ones. Despite the lack of an objective, project staff attended the following workshops in the current year: "Whole Language Across Content Areas," "The Immigrant Experience," "E.S.L. Curriculum," "Transitional E.S.L.," "Bill of Rights Program," and "Teaching Social Studies to LEP Students."

Curriculum Development

- By the conclusion of the second year of funding, Project GOALS will pilot test a mathematics course that will stress basic computational skills.

Project staff developed a basic skills mathematics course. Students who had failed to master mathematics skills as evidenced by poor performance on the Regents Competency Test (R.C.T.) in mathematics enrolled in this course. Students in this course received additional support through tutoring by college students.

Project met curriculum development objective.

Parent Involvement

Project parents participated and assisted in the preparation of an International Day and Food Fair. The bilingual guidance counselor frequently contacted parents concerning student progress and attendance.

CASE HISTORY

J. entered the program at South Shore High School in the ninth grade. His teachers constantly complained to the bilingual guidance counselor of his poor academic performance, resistant behavior, and social isolation. He did not have a supportive, stable family structure. The guidance counselor frequently called him in to discuss his lack of progress. Initially, he was unresponsive. After some time, he began to visit her office voluntarily. She organized a peer group to help him. Teacher complaints ceased by the end of the year, and reports reflected a more responsive, socially integrated, conscientious student.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is

greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.

APPENDIX B

INSTRUCTIONAL MATERIALS

E.S.L.

Turning Points 1, 2, 3 & 4	Latorno & Papa	Addison-Wesley, 1989
Write From The Start	Davidson & Blat	Newbury House Publishers, 1984
Computer Software--PFS Write--IBM		
The Outsiders	S.E Hinton	Dell, 1984
The Cay	Theodore Taylor	Avon, 1982
Computer Software	Wordstar	IBM, 1988
Currents in Poetry	Current Series, 1984	
Reading Literature 9th Grade Level	Orange	McDougal, Littel, 1986
Romeo & Juliet	Shakespeare	McMillan, 1976
Great American Stories 1 & 2	Draper	Prentice Hall, 1986
At The Door	McKay/Petit	Prentice Hall, 1984

Mathematics

Algebra 1	Dressler	Amsco, 1987
Math Skills Workbook	Goozner	Amsco, 1987
Essential Math Skills	Gafney/Beevs	McGraw-Hill, 1979
Key to Algebra, Book 1	Rasmussen	Key Curriculum Proj., 1983
Mastering Comp. Skills 8, 9	Bell/Gawronski	Scott, Foresman Co., 1982
Math for Today-Blue/Red	Tobin, Grossman	Sadlier-Oxford, 1985

Science

Biology & Human Progress	Charles Tanzer	Prentice Hall, 1986

Social Studies

Men & Nations	Mazour & Peoples	Harcourt-Brace Javonavich, 1975
National Issues Forum		Kendall-Hunt, 1978

Chinese

Exploring World Cultures
Exploring World History
World Studies (Chinese)
Advanced Chinese Language Readers, Books I, II & III

Russian

Russian and Soviet Literature
Pages from Russian Fiction
Chekov, Humorous Stories
We Read and Speak About Russian Composers

Spanish

Narraciones	Jorge Luis Borges
El Libro de Arena	Jorge Luis Borges
Bodas de Sangre	Federico García Lorca
Yerma	Federico García Lorca
Cien Años de Soledad	Gabriel García Márquez
El Amor en los Tiempos del Cólera	Gabriel García Márquez
Fiesta al Noroeste	Ana María Matute
El Tiempo	Ana María Matute
Niebla	Miguel de Unamuno
Abel Sánchez	Miguel de Unamuno